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ABSTRACT

Two strategies were tried to address the need for a multicultural education program to increase cultural awareness and reduce prejudice among a target population of 1,500 students in a middle school setting that was 84 percent white. One strategy included human relations training of 50 students, who formed a Cultural Awareness Group within the target population. The second strategy was the creation and introduction of a multicultural curriculum in the Interdisciplinary Middle School Program for Advisement, Counseling, and Teaming (IMPACT) classes. All program objectives were met, with the target group's cultural awareness increased and their prejudice decreased. Appendices include a 12-session IMPACT curriculum, a school needs assessment, statistical information relating to the objectives, and copies of various memos necessary for the successful completion of the project.
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MULTICULTURAL EDUCATION: RAISING CULTURAL AWARENESS AND REDUCING PREJUDICE AMONG A MIDDLE SCHOOL POPULATION

by

Christopher S. Bernier

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A Practicum Report

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Abstract

Multicultural Education: Raising Cultural Awareness and Reducing Prejudice Among A Middle School Population.
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Descriptors: Multicultural Education/Cultural Awareness/Prejudice Reduction/ Multicultural Curriculum/Middle School.

This program addressed the need for a multicultural education program to increase cultural awareness and reduce prejudice among a target group of 1,500 students in a middle school setting. Strategies included the human relations training of 50 targeted students within the target population to form the Cultural Awareness Group, and the creation and introduction of a multicultural curriculum in the Interdisciplinary Middle School Program for Advisement, Counseling, and Teaming (I.M.P.A.C.T.) classes. All of the program objectives were met with the target group improving in all areas. Appendices include a twelve session I.M.P.A.C.T. curriculum, a school needs assessment, statistical information relating to the objectives, and copies of various memos necessary for the successful completion of the project.

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CHAPTER 1

Purpose

Background

The middle school for this study opened in August of 1991 with an enrollment of 1,050 students in grade sixth through eighth. During the 1992-93 school year, the enrollment increased to 1,325 students. As the current year began, the student population expanded once again to 1,500 students. The facility was modular based, providing an expansive, outdoor campus. The school encompassed 64 classrooms, a cafetorium, and a state-of-the-art music building and media center. The attendance zone included urban areas, suburban areas, and some remote rural areas as well.

While the zones of attendance were diverse, a cultural study of the student population indicated a cultural dominance by a particular group. The campus was dominated by its 84 percent White population. Of the remaining 16 percent 10 percent were of Spanish speaking origin, while the remaining six percent were African-American and various other cultural backgrounds. The cultural statistics reflected the singularly, most culturally dominated middle school in the county. As the student population increased over the preceeding years, no significant increase in minority students was noted. The cultural breakdown of the institution was not representative of the current demographics within the larger county community. As minority numbers increased, the school expected to handle an increase in negative cultural attitudes and situations.

To meet the needs of the students, the school offered standard curriculum in team settings. Students were grouped in teams which offered the major academic classes [mathematics, English, social studies, science], as well as physical education and an elective. Six teachers, in combination with approximately 180 students, comprised a team. All of the teachers on the team were provided a common planning period to meet and plan intergrated curriculum and activities. Each of the three grade levels were structured identically so that students belonged to a smaller part of the larger school population. The faculty was comprised of 60 professional educators with 17 holding a Masters degree or higher. The teachers averaged four years of experience and a median salary of 24,164 dollars. The instructional staff was aided by a 27 member support staff which included clerical, custodian, and cafeteria personnel.

Beyond regular instruction, the institution provided many exceptional education programs. The programs included Gifted, Specific Learning Disabilities (S.L.D.), Emotionally Handicapped (E.H.), Learning Language Disabled (L.L.D.), and Bi-Lingual Education. Advanced Math and English sections were also offered within the regular team structure. The exceptional education programs serviced 20 percent of the student body in grades sixth through eighth.

Within the middle school was the position of Eighth Grade Dean of Students. The responsibilities of the position included the leadership, supervision, and discipline for three eighth grade teams. Administrative duties included Florida Educational Finance Program (F.E.F.P.), Full-Time Equivalency (F.T.E.),

Fixed Assets, Partners in Education, Cultural Awareness, transportation, emergency procedures, and special event planning.

As the Cultural Awareness advisor, it was noted the school population of both teachers and students dd not reflect the demographics of the larger community in which the students would be expected to work and live. It was the author's opinion that the students were unprepared to accept the cultural diversity of our society due to a lack of adequate practice in dealing with people of various cultural backgrounds.

Problem Statement

Mandatory courses in multicultural education were proposed by Banks (1993) and other educators in order for students to gain the information and knowledge necessary to reduce tensions and hostilities between various cultures. Research offered that as the United States entered the 21st Century, students would be expected to participate in a society no longer dominated by the current majority. If present national trends in birth and immigration rates remained steady, majority students of today needed to be prepared for a future minority role. By the middle of the next century, Caucasians would succumb to the "browning" of America (Henry, 1990). Research indicated that educational institutions must be prepared to deal constructively with such paradigm shifts and teach students to be productive citizens of the future. In particular, a critical need existed for multicultural education in institutions which were predominantly Caucasian and middle class.

The target institution was an educational setting of sixth, seventh, and eighth graders ranging from 11 to 15 years in age. The attendance zone created

an 84 percent Caucasian student population. Since the students interacted predominately with members of the majority culture, a lack of cultural understanding resulted The mono-culture developed within the school presented the need for an educational approach to be implemented in order to introduce students to the demographics of the future and prepare the adults of tomorrow to be productive citizens in a culturally diverse society.

Several educational institutions on the local, state, and national level implemented plans for multicultural curriculum. School districts developed various programs to help students deal with the cultural diversity of the future. Australia made multicultural education a national goal, and has devoted a great deal of time, money and effort to an intergrated curriculum approach. Even middle schools within the same county as the target institution have begun cultural awareness programs to deal with their diverse school and community populations. While various programs dealt with cultural diversity already present at the school site, the target institution created a unique opportunity to implement a program to deal with cultural diversity before a racial influx occurred.

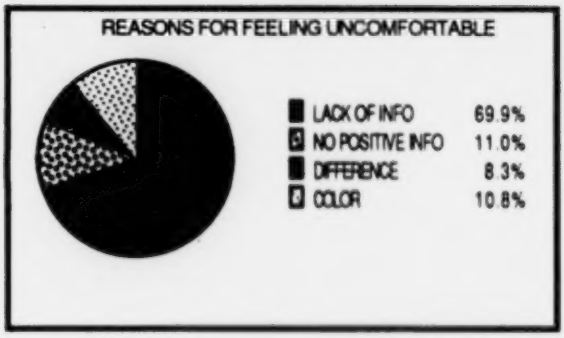
The first inclination of a problem in preparing students for future paradigms at the school site resulted from two interviews conducted by the author. During the first interview with the principal (Blackburn, 1994) of the target middle school, needs were clearly expressed for multicultural education due to the majority status of the community served by the school. The cultural and socio-economic dominance of the attendance zone were also expressed as being unique to the school site. The areas served by the school included students culturally isolated by a

rural setting, whose isolation was only reinforced by the remainder of the attendance zone being predominantly Caucasian and middle class. The cultural separation as indicated by the 84 percent Caucasian population was the impelling reason the principal believed the establishment of a multicultural curriculum was necessary.

A second interview conducted with the principal (Cunningham, 1994) of the feeder high school provided further documentation of the cultural problem. As the eighth graders made the transition to high school, students came face to face with increased diversity. The principal noted due to the presence of various cultures on the new campus students from the target middle school were unable to deal with the cultural plurality. The inability of students to effectively integrate into a diverse setting led to an increased number of racially based fights and suspensions of new ninth graders. The principal concluded some effort should be made by the middle school to expose students to cultural diversity and the transition ultimately to be faced.

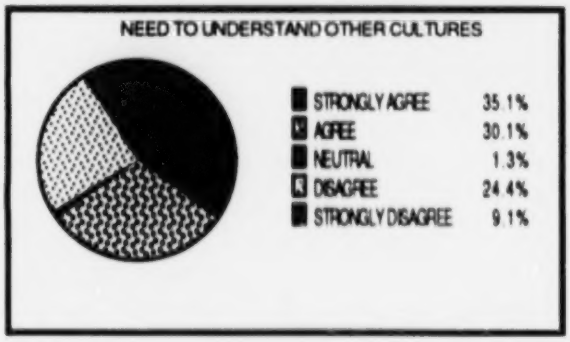
Following the interviews, a needs assessment developed for the target school site verified the perceptions of the principals as accurate (Appendix A: 42-47). The needs assessment data was gathered from a group of 1,000 sixth, seventh and eighth graders at the school site. A needs assessment implemented in the school site revealed 72 percent of the Caucasian students surveyed (Graph 1) did not possess a significant understanding of cultures other than their own.

Graph 1



At the same time, 65 percent of all the students surveyed(Graph 2)believed understanding the cultures of others was important, and the school was not doing enough to provide adequate, relevant information to foster cultural understanding.

Graph 2



Since the present rate of multicultural instruction was non-existent, the cultural information available for students could not be improved (Appendix B: 48-50). Therefore, a need to provide a multicultural curriculum existed among a target group of 1,500 sixth, seventh, and eighth graders at the school site. This

program sought to elevate the cultural understanding of the students from 28 to 70 percent during a twelve week implementation period.

Outcome Objectives

The purpose of the practicum was to establish a multicultural curriculum to raise the cultural understanding of a target group of 1,500 sixth, seventh, and eighth graders. Cultural understanding and prejudice reduction techniques were implemented over a 12 week period within the target middle school anticipating a 40 percent increase in cultural understanding and a 40 percent decrease in prejudice. In addition, 50 students were selected to become members of a Cultural Awareness Group responsible for the production of two plays concerning cultural relationships and prejudice specific to the school site. The proposed objectives were as follows:

1. After the implementation of a twelve week multicultural unit, the target group of 1,500 sixth, seventh, and eighth graders will elevate their cultural understanding to 70 percent based on positive responses to post-test (Appendix C: 51-53) questions 1, 4, 6, 10, and 15.
2. After implementing a twelve -week multicultural education unit, the target group of 1,500 sixth, seventh and eighth graders will demonstrate a 40 percent reduction in prejudice as evidenced by responding appropriately to post-test (Appendix C: 51-53) questions 2, 3, 5, 7, 8, 9, 11, 12, 13, and 14.

3. During the twelve-week implementation of a multicultural education unit, 50 students from the target group of 1500 sixth, seventh, and eighth graders will demonstrate critical thinking skills and responsibility as evidenced by the production of two cultural awareness plays presented to the student body. The criteria will be that the plays will concern a relevant topic for the target group and site as well as a two scene structure.

The objectives were critical to the author's goal of increasing cultural awareness while reducing prejudice among the target population. The school site provided unique challenges to the author due to a lack of cultural diversity within the student population. However, our nation has reached a critical time in its cultural history and education must meet the challenge of preparing future generations to peacefully coexist.

CHAPTER II

Research and Solution Strategy

Research

In reviewing the research concerning multicultural education the author has determined educational institutions must undertake the necessary tasks to support the personal growth of all children and prepare students for the diversity of the future. Nihas and Andreoni stated, within a multicultural society, educational institutions must address the needs of a culturally diverse clientele and prepare students to function in a culturally diverse society. "School level policy needs to ensure that all students are encouraged to share and reflect on their cultural backgrounds and be given opportunities...for positive interaction beyond an individuals cultural group" (1986:20). If people are to live together with diversity, a dialogue must be engaged in concerning diversity , with an interest in developing fair-minded reasoning on social, personal and educational issues.

The facts concerning the changing national demographics cannot be denied. According to Henry (1990), the country must be prepared to deal with plurality by the middle of the next century when Caucasians will succumb to the "Browning of America." Research in The Condition of Education (1992) and The Digest of Educational Statistics (1992) reported Asians and Hispanics accounted for the greatest increase among people of color and in at least 18 states, over 80 percent of

the public school children, grades K-12, were students of color. Altbach and Lomotey (1991) reported racial incidents have risen in the United States over the past 10 years with no end in sight; yet education has reacted slowly to develop a curriculum that would create tolerance for diversity. Although the demographics imply the need for major change in American society and educational institutions, many educators continue to believe schools must meet the challenges while keeping intact the curriculum and purpose of the original charter of education (Gonzalez, 1993). Only select educational institutions have expanded their horizons in the manners necessary for all students to be prepared for the expanding national diversity. Schools must re-define curriculum in order to have prepared the adults of the future to deal constructively with diversity and to be productive global citizens in an interdependent world. More than seven years have passed since the United States was declared a "Nation At Risk," and despite efforts made in the area of educational reform, many of the problems still exist. The lessons for educators were clear:

> No longer can schools ignore the rest of the globe, and no longer can educational institutions treat all Americans as if they sprang from the same mold. They [educators] must teach young Americans about the world, and as they do so, they must teach Americans about their diverse selves (Landers, 1990:1).

Two distinct camps have waged a war of educational rhetoric; parents, teachers, and administrators have waded through in order to develop effective curriculum to deal with cultural diversity (Bullard, 1992).

In an attempt to sort through the rhetoric, the author found many scholars misguided by misconceptions concerning multicultural education. Banks (1992:33) noted, "much of the current debate had taken place in mass media publications such as Time, The Wall Street Journal, and The New Republic rather than in scholarly journals and forums." The leading opponent of multicultural education was the western traditionalist, Schlesinger. Schlesinger (1991) has perpetuated the idea of multicultural education being the study of others and defined such education as Afrocentric. Giroux (1992:1) added;

> Theorists such as E.D. Hirsch, Jr., Diane Ravitch, Arthur Schlesinger, Dinesh D'Dsouza, and others have argued that multiculturalism posits a serious threat to the school's traditional task of defending and transmitting authentic national history, a uniform standard of cultural literacy, and a singular national identity for all citizens to embrace.

The fear among western traditionalists was western culture and national cohesion would be lost. Gray (1991:1) urged, "the growing emphasis on the nations multicultural heritage exalts racial and ethnic pride at the expense of social cohesion." Bullard (1992) noted the far right wing of the opponents to multicultural education have suggested immigration quotas as a solution, a position shared by other supremacists.

Multicultural educators have chosen to reject the reactionary positions of the opponents and face the paradigms of the future head on. The major proponent of multicultural education has not attempted to usurp the national unity, but instead tried to provide one. Banks (1993:23) stated, "The claim that multicultural education will divide the nation assumes the nation is already united." While

politically we are one nation, the country has been deeply divided on issues of race, class, and gender. Banks (1990:5) offered five clear dimensions of multicultural education to deal with the divisions within the nation: "1. Content Integration; 2. The Knowledge Construction Process; 3. Prejudice Reduction; 4. Equity Pedogogy; and, 5. An Empowering School Culture and Social Structure." By engaging in critical thinking and analysis, students have removed unexamined biases and expanded abilities to act appropriately and critically among other, more diverse viewpoints. Any approach to multicultural education should be committed to providing meaningful opportunities to all students regardless of race, color, or nationality.

Sapon-Shevin (1988) developed a mini-course for middle school students designed to teach seventh graders about differences. Implemented in a racially integrated suburban school, the project was designed to meet three objectives. At the conclusion of the course students were expected to understand the term disability, how society creates barriers for people who are different, and finally implement strategies for dealing with barriers. Over the course of eight sessions the curriculum utilized various presentations, critical thinking activities, audiovisual materials, as well as empathy soliciting devices to meet the objectives. The instructional unit resulted in students eager to put the learning into action, while also creating insightful considerations for people of disability or difference.

Adams, Pardo, and Schniedewind (1992) presented research conducted within a predominantly Caucasian, middle class school district. The challenge faced by these educational institutions were the same as the target institutions. The

establishment of a multicultural curriculum attempted to intervene in the prevailing practices which reinforced the experiences of the majority students without a significant number of minority students present. Majority group members were made to realize how the cultural perspective of groups justified the status quo, rationalized inequality, and reinforced that change was not necessary. Three stages of development were offered for examination by the curriculum. Students examined the normative nature of culture, established a critical awareness or consciousness, and finally focused on change and how students were able to make a difference. The school district established three focus areas or strategies for the curriculum, including education for diversity and responsibility, conflict mediation, cooperative learning, and critical thinking. Following implementation, students challenged the cultural norms of the school and society and whittled away at the cultural myths pervading culture in the United States.

Many researchers cited the need to develop activities to reinforce higher learning skills. Weil (1993) argued for a critical approach to multicultural education based on critical thinking about diverse cultural points of view. Having worked with junior high school students, a belief concerning multicultural education was presented for examination:

> In a pluralistic society education should affirm and encourage the quest for self examination by creating relevant problem solving activities that allow students to confront the challenges offered by the diversity of everyday life (Weil, 1993:212).

A democratic society should be concerned with developing future citizens able to think independently about issues of race, class and gender. Three underlying tenets of multicultural education were proposed: "1. Educational Equity, 2. Prejudice Reduction, and 3. Reasoning to Understand the Common Struggle for Human Dignity" (1993:211-217). Weil explained that too often multicultural curriculums looked for the differences already too apparent in society. Instead, educators needed to spotlight the ties and bonds which unite all human beings.

Pate (1988) noted while the statistics concerned with prejudice were not encouraging, society is closer to being prejudice free today than ever in the past. Like the other studies a variety of approaches such as audiovisual, direct instruction, cooperative learning, and human relations training were all found to be effective. Correlations between self-esteem and prejudice were noted among high school students. More specifically, research noted the use of meaningful experiences allowed students to raise self-esteem levels while demonstrating a reduction in prejudicial attitudes. Conditions within the school site, were also not overlooked. Segregation within classrooms and the school had to be noted and corrected by teachers and principals. Educational practices of dividing students along racial lines were avoided and adults within the institution also modeled appropriate, socially desirable behavior in order to produce successful results.

College sociology professors have also begun multicultural curriculums which reduce student intolerance. Gehrig (1992) offered two steps for teaching tolerance. The first was to understand what created the intolerance, and the second strategy created incidents to challenge student intolerance. The strategies included

as part of the research were:

1. Use history to bridge the experiences of past and current minorities.
2. Explicitly state master stereotypes and polarizing issues and have students gather and analyze relevant data.
3. Use classic theories of prejudice and discrimination as a vehicle by which students can analyze individual behavior.
4. Emphasize the statistical evidence of multicultural growth in the United States.
5. Use heterogeneous task groups to develop problem solving techniques for issues in daily life. (1991:62-65)

The research concluded that the program for teaching intolerance among freshman college students was successful, but the long range retention and effects upon student behavior were not measurable.

Bohmer and Briggs (1991) implemented a program concerned with teaching tolerance to students from privileged backgrounds. Privilege was defined as being from a predominantly Caucasian and middle class background. Students had grown up in rural communities with limited exposure to racial and ethnic diversity. Experience had shown such students reacted negatively when exposed to presentations concerned with race, class, and gender. Students were immersed into an introspective curriculum, outside of the traditional classroom, with an emphasis on student opinion and thought. The professors concluded the course had met expectations, but expressed frustrations due to the fact little of the experiences were reinforced in other classes.

Educational programs concerned with multicultural curriculum have been implemented in educational institutions with varying success. Researchers have taken the information provided by multiculturalists and applied the dimensions of multicultural education in diverse settings. The common threads cited by educators include the need for critical thinking, prejudice reduction, cultural awareness training, and faculty training in order for such a curriculum to be successful.

Solution Strategy

Solution strategies were relevant only in relation to a problem. Research indicated changing national demographics would redefine the term "minority" by the middle of the next century. Educational institutions must respond to the increasing national diversity by preparing the next generation to be responsible citizens of a globally interdependent world. Specifically, institutions like the target school site must devise, develop, and implement strategies to provide students with the skills necessary to co-exist and act responsibly in culturally diverse settings. Educational institutions have an opportunity and an obligation to meet the needs of students, even if the target institution is culturally isolated.

As part of a solution strategy the author chose to implement a twelve week multicultural curriculum in a middle school setting. The curriculum was developed to increase cultural awareness of the student body, while decreasing prejudice among a target group of 1,500 sixth, seventh and eighth graders. Such curriculums had been successful in Australia, California, and New York both with diverse and culturally isolated populations. The curriculum devised was implemented in the

Interdisciplinary Middle School Program for Advisement, Counseling, and Teaming (I.M.P.A.C.T.) class over a twelve week period. Research had shown that such a curriculum had a tremendous chance of success in reducing the awareness and prejudice issues at the target school site. Curriculums that engaged students in critical thinking and analysis of previously unexamined beliefs had, according to Banks (1991), expanded student abilities to act appropriately among diverse viewpoints and cultures.

The curriculum offered meaningful experiences to the students, not direct challenge to previously held beliefs. Pate (1988) stated that if students perceive the curriculum or activity as human relations training, they will resist the change attempting to be implemented. Instead, the author embraced the research of Adams, Pardo, and Schniedewind (1992) by advocating three stages of curriculum development. Students at the target educational institution examined the normative nature of culture, established a critical awareness, and then focused on change and how individual students are able to make a difference. Curriculums implemented in other schools sites which have utilized the three focus areas listed above had created students who challenge not only the cultural norms of the school, but also of the larger society.

Much of the research advocated the infusion of multicultural curriculum within traditional content areas however the author of this practicum suggested a curriculum in a separate, non-traditional I.M.P.A.C.T. setting. Bohmer and Briggs (1991) established a program for teaching students of the privileged class about racial diversity. Although the program was established on the collegiate

level, the research indicated that curriculums could be implemented with culturally privileged students outside of the traditional classroom. Again however, Adams, Pardon, and Schniedewind (1992) presented the best rationale for the target school site. They implemented a successful multicultural curriculum without the presence of a significant number of minority students. The success of a multicultural program without a significant amount of diversity provided the author with the necessary understanding to implement a curriculum plan within the majority dominated target school site.

As part of the implementation of the school multicultural curriculum, the author did not ignore the need for staff development training of the faculty at the school site. In order for the program and curriculum to be successful, it was necessary for the faculty instructing the students to be aware of the five dimensions of multicultural education (Banks, 1991). However, Pate (1988) suggested the school climate was the necessary item which could not be overlooked. Pate clearly stated that educators and administrators must examine educational practices which divide and model appropriate social behavior in order to produce successful results. Therefore the author planned a staff development component before the implementation of the multicultural curriculum.

A second solution strategy proposed by the author was the establishment of a cultural awareness club among the target group. Human relations training, according to Pate (1988), had been used with only mixed success. However, several other middle schools within the target schools district had used cultural awareness training to an advantage. The establishment of such a club was the

meaningful experience advocated as an important part of any multicultural curriculum. The establishment of such a club provided a school climate where students are empowered to create change (Banks,1992).

The unity of the nation lies in the ability of educational institutions to create positive interactions among culturally diverse populations. As Weil (1993) explained, too often multiculturalism looks for the differences already too apparent in society. Instead, educators need to find the ties which unite all human beings as people. Schools must provide students with ways to critically analyze how dominant cultures control or maintain the status quo. Students must examine the normative nature of culture, establish a critical awareness of discrimination and prejudice, and focus themselves on change.

CHAPTER III

Method

Prior to implementation, the practicum author gathered the necessary data concerning the target population for this proposal. Following the needs assessment survey (Appendix A:42-47), the author developed multicultural goals with the School Advisory Council (SAC) and had them added to the strategic site plan. The author contacted the district staff development office to arrange training sessions, locations, and dates so the inservice components for the faculty coincided with the implementation phase of the practicum. Lastly, the author developed a twelve session curriculum (Appendix D:54-96) for the I.M.P.A.C.T. classes of the target students, provided each teacher with the weekly activities, as well as arranged for a faculty member to take the supplemented position of Cultural Awareness Advisor.

WEEK ONE

The author and advisor developed a memorandum (Appendix E:97) asking the teachers to identify students from various cultures to attend the Cultural Awareness Training. After the students were identified, the Cultural Awareness Advisor distributed a letter (Appendix F:99) welcoming the students to the group as well as a permission slip so that students were able to attend the training sessions. The author contacted the cafeteria manager and the district transportation office so that lunch and bus transportation was available for both days of training.

The author confirmed the date, time, and location of the inservice provided for the faculty. A district office trainer presented the research for multicultural education, as well as the information which led to the development of the I.M.P.A.C.T curriculum. This inservice provided the positive school climate necessary to implement.

The teachers began to implement the curriculum by explaining and completing activity one (Appendix D:57-59). The activity was a pre-test which helped the author measure the success of the practicum. The teachers distributed the pre-test (Appendix D:58-59) and explained the purpose. The teachers also distributed a file folder for each student in the classroom so that materials and handouts were not misplaced. The author collected the student folders from all the I.M.P.A.C.T. classes and tallied the results of the pre-test. Student folders were returned through faculty mailboxes.

WEEK TWO

The advisor confirmed the date, location, and time of the student Cultural Awareness Training with the district trainer. The author confirmed the bus transportation and lunches for the students. The advisor and the author informed the teachers of those students attending the training session by memorandum (Appendix G:101). The author arranged for the advisor to attend both days of training while the principal of the target school attended the first day and dean of students the second. The selected students attended both days of training from 9:00 A.M. until 3:00 P.M.

The author and the Assistant Principal of Instruction (A.P.I.) met to schedule the Cultural Awareness Group into the advisor's I.M.P.A.C.T. class. The A.P.I. notified the faculty of the changes in student schedules and the creation of Cultural Awareness I.M.P.A.C.T. class (Appendix H:103). During the weekly I.M.P.A.C.T. class, the students and their advisor developed, planned, and practiced their non-scripted, two scene plays for the student body. Students were able to provide information to the advisor concerning current cultural and racial problems on campus. The author monitored the progress of the group by meeting with the advisor on a weekly basis.

The faculty implemented the second activity (Appendix D:60-64) of the I.M.P.A.C.T. curriculum. The students examined the rights and responsibilities of constructive dialogue and signed a contract (Appendix D:61) agreeing to the ground rules of discussion. The teachers then implemented an alike and different activity (Appendix D:62-63) which allowed students to examine the differences between visible and invisible culture. Finally the students examined the concepts and definitions of culture (Appendix D:64) to conclude the lesson. The author collected all of the eighth grade I.M.P.A.C.T. folders to monitor the progress of the students. Student folders were returned through faculty mailboxes.

WEEK THREE

The advisor met with Cultural Awareness Group for the first time as an I.M.P.A.C.T. class. The author was also present at this meeting to help the students process their training and clearly communicate high expectations.

The faculty implemented activity three (Appendix D:65-67) of the I.M.P.A.C.T. curriculum. Student groups examined why people came to the United States and compiled a list of those reasons. Students were able to realize the times may have changed but the reasons for coming to the U.S. have not. Finally, the students examined the inscription on the Statue of Liberty (Appendix D:67) and decided if those words still accurately describe the United States. The author collected all of the seventh grade I.M.P.A.C.T. folders in order to monitor student progress. Student folders were returned through faculty mailboxes.

WEEK FOUR

The author and advisor met to discuss the progress of the Cultural Awareness Group. Students within the group selected relevant play topics and brainstormed ways in which to present them in the two scene format.

The faculty implemented the fourth activity in the I.M.P.A.C.T. curriculum (Appendix D:68-71). Teachers and students examined American attitudes toward immigration and developed a policy by which to decide who enters or does not enter the U.S. Students recorded the criteria on a handout (Appendix D:71) for use in an upcoming activity scheduled for week five. The author collected all of the sixth grade I.M.P.A.C.T. folders in order to monitor student progress. Student folders were returned through faculty mailboxes.

WEEK FIVE

The author contacted the Cultural Awareness Advisor in order to determine the progress of the group. The Cultural Awareness Group continued

to refine their plays for lunch time performances. The author arranged for the group to perform their plays during week six.

The author confirmed the location, time, and trainer for the second multicultural staff development component. Faculty was reminded by the author of the inservice through morning announcements.

The faculty implemented activity number five (Appendix D:72-75) of the I.M.P.A.C.T. curriculum. This activity helped the students understand the difference between an immigrant and refugee, and required students to implement their own policy for determining entry to the U.S. The students read various biographies and determined the fate of the characters (Appendix D:73-75). Teachers polled students for their responses and determined the reasons behind their decisions. The author collected all of the eighth grade I.M.P.A.C.T. folders in order to monitor student progress. Student folders were returned through faculty mailboxes.

WEEK SIX

The advisor had the Cultural Awareness Group perform their plays for the school during all lunch shifts. Advertisement of the performances were made by the students and the advisor. The author notified the teachers via the morning announcements and daily bulletin of the Cultural Awareness students being absent from class in order to participate in the performances. The author made sure the stage area was clean and ready for the performances. The performance was evaluated for its relevance to the target school site and its two scene format. The principal, advisor, and author used the method of direct observation to evaluate.

The faculty attended the second multicultural inservice. The topic of this staff development concerned the integration of multicultural education beyond I.M.P.A.C.T. and into the core curriculum. The teachers also implemented activity six (Appendix D:76-79) of the I.M.P.A.C.T. curriculum. The students read "They Broke My Car Window!" (Appendix D:77-78) and responded to the discussion questions. Students were asked to understand prejudice and how it was related to ignorance and fear. Students responded to "You've Got To Be Carefully Taught" (Appendix D:79) and were asked to focus on how our society would stop prejudice. The author collected the seventh grade I.M.P.A.C.T. folders in order to monitor student progress. Student folders were returned through faculty mailboxes.

WEEK SEVEN

The author, principal, and advisor met to review the plays of the Cultural Awareness Group. The Cultural Awareness students had a celebration to mark the completion of the first set of plays. The author and advisor focused the group by challenging them to complete another set of plays by week nine. Cultural Awareness students brainstormed new performance ideas.

Teachers implemented activity seven (Appendix D:80-83) of the I.M.P.A.C.T. curriculum. Students read the story of Tom West (Appendix D:81) and searched for examples of discrimination. A final discussion concerned Tom and what could have been done to change the outcome of the story. Students realized the only way to rid the world of discrimination was through personal commitment. Students signed a one day contract (Appendix D:83) promising

to make an effort to spread the idea of understanding and tolerance. The author collected the sixth grade I.M.P.A.C.T. folders in order to monitor student progress. Student folders were returned through faculty mailboxes.

WEEK EIGHT

The author and Cultural Awareness Advisor met to discuss the progress of the group. The Cultural Awareness Group finished brainstorming and began to plan upcoming performances. The author arranged with media specialist to videotape the student performances.

The faculty implemented activity eight (Appendix D:84-87) of the I.M.P.A.C.T. curriculum. Student focused on stereotypes and why they are used. Student examined stereotypes as they are applied to both the rich and poor. Students completed a handout (Appendix D:85) asking them to finish statements about rich and poor people. Teachers pressured the students to answer quickly and the responses of the students were placed on a board. After developing a definition of the term, students were asked to identify and remove all of the stereotypes from the board. Very few statements remained on the board and students responded to what that said about their use of stereotypes. The author collected the eighth grade I.M.P.A.C.T. folders in order to monitor student progress. Student folders were returned through faculty mailboxes.

WEEK NINE

The author and Cultural Awareness Advisor met to discuss the progress of the group. The Cultural Awareness Group produced a play to be taped and used later in the week. The play was evaluated by the principal, the

advisor and the author through the method of direct observation. The author confirmed the date and time of the taping session with the media specialist. The advisor selected several leaders within the group to introduce the video and issue a challenge upon the conclusion of the performance. The individuals observing looked for relevance to the school site and the two scene format.

Teachers implemented activity nine (Appendix D:87) of the I.M.P.A.C.T. curriculum. Students watched the closed circuit television station (D.T.V.) at the target school site. The author contacted the media specialist concerning this special broadcast and arranged for the students to be present. Students watched the introduction and the performance of the Cultural Awareness Group. Students were challenged following the play by members of Cultural Awareness to brainstorm and prepare their own play. Teachers divided students into groups in advance so that all available time would be used effectively. The author collected all of the seventh grade I.M.P.A.C.T. folders in order to monitor student progress. Student folders were returned through faculty mailboxes.

WEEK TEN

The author and Cultural Awareness Advisor met to discuss the progress of the group. The students of the group had a cast party provided by the author in celebration of their performance.

Teachers implemented activity ten (Appendix D:88-89) of the I.M.P.A.C.T. curriculum. Students selected an appropriate role play topic and planned their performance. Students understood that the play they developed would

have a two scene format; one scene for the conflict and the other for a positive resolution. Teachers allowed students sufficient time to plan their roles. Teachers reminded students they must be prepared to perform next week. The author collected all of the sixth grade I.M.P.A.C.T. folders in order to monitor student progress. Student folders were returned through faculty mailboxes.

WEEK ELEVEN

Teachers implemented activity eleven (Appendix D:90) of the I.M.P.A.C.T. curriculum. Students performed their two scene cultural awareness plays for their I.M.P.A.C.T. class. Students were able to realize if the problems were realistic, the solutions could be also. The author and Cultural Awareness Advisor arranged to have several of the I.M.P.A.C.T. classes videotaped by the Cultural Awareness Group. The plays were shown at a later date on D.T.V. The author did not collect student folders this week.

WEEK TWELVE

The author and Cultural Awareness Advisor met to discuss the progress of the group. Students within the group planned plays and performances for the weeks ahead. The author provided breakfast for all members of the group.

The faculty implemented the last activity (Appendix D:91-94) in the I.M.P.A.C.T. curriculum. The teachers distributed the post-test (Appendix D:92-93) to the students. The students took the test and returned it directly to the I.M.P.A.C.T. teacher. The teacher provided the students with a commitment to action contract (Appendix D:93) and asked for the students to commit to some

type of permanent change. Students completed and kept the contract. The author collected all student folders, as well as the post-tests. The author then tallied the results of the post-test, compared them with the pre-test results, and measured the information against the proposal's objectives.

Teachers completed a curriculum evaluation and returned them to the author (Appendix D: 95). The author utilized the suggestions of the faculty and made necessary changes to the I.M.P.A.C.T. curriculum. The author returned the student folders through faculty mailboxes.

CHAPTER VI

Results

The purpose of the proposal was to establish a multicultural curriculum to raise cultural awareness, while reducing prejudice among a target group of sixth, seventh, and eighth graders. The outcome of three objectives were used to measure the effectiveness of the practicum. Following a twelve week implementation the teachers of the target middle school distributed the post-test to students in I.M.P.A.C.T. classes. Students completed the test, returned them to their teacher, and the author collected and tallied the results. The results were compared with the results gathered during week one of implementation. The author received successful results based upon the following objectives.

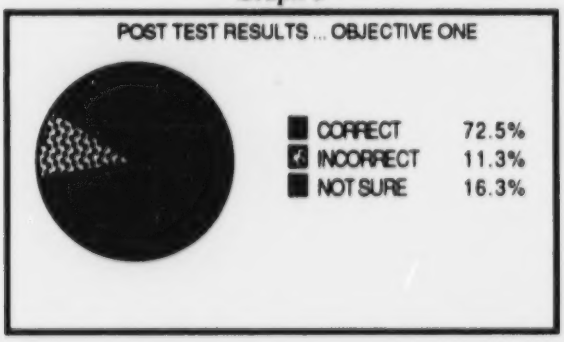
Objective 1

> After the implementation of a twelve week multicultural unit, the target group of 1,500 sixth, seventh, and eighth graders will elevate their cultural understanding to 70 percent based on correct responses to post-test (Appendix C:51-53) questions 1, 4, 6, 10, and 15.

As stated in the objective, 70 percent of the students were expected to have an elevation in their understanding of different cultures. The twelve week curriculum presented various lessons which allowed students to gain accurate perceptions of cultural differences and similarities. Following implementation and using the results gathered from student responses to the post test questions (Appendix I:105), the author was able to show a 42 percent increase in the cultural understanding of the

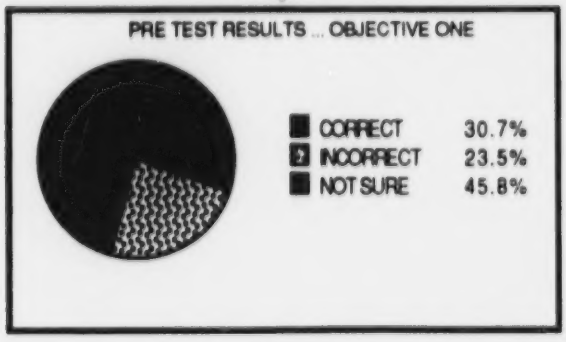
target group. Based on the student responses to the identified questions, the practicum curriculum was able to elevate cultural understanding to 72 percent (Graph 3). The percentage level of students answering the post test questions correctly represented a two percent greater increase than expected.

Graph 3



The results of the post test showed the objective was clearly met by the implementation of the curriculum. The pre-test, however gave the author a clear understanding of the success of the curriculum (Graph 4). It is important to note that the largest percentage of change, over 29 percent, came from students responding "Not Sure" to the questions. While this result was in itself a positive

Graph 4



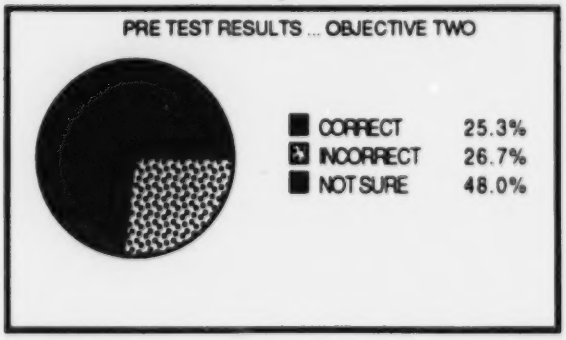
one, the percentage change among the students who answered "Incorrect" was the most exciting. Over 12 percent of the students who held strong, but inaccurate cultural beliefs before implementation had changed those perceptions.

Objective 2

> After implementing a twelve -week multicultural education unit, the target group of 1,500 sixth, seventh and eighth graders will demonstrate a 40 percent reduction in prejudice as evidenced by responding appropriately to post-test (Appendix C:51-53) questions 2, 3, 5, 7, 8, 9, 11, 12, 13, and 14.

As stated in the second objective, the author was seeking a 40 percent decrease in prejudice as evidenced by student responses to selected post test questions. During week twelve of implementation the teachers of the target middle school distributed the post-test to students in I.M.P.A.C.T. classes. The results of the selected post test question were compared with the pre-test results gathered during week one of implementation(Graph 5).

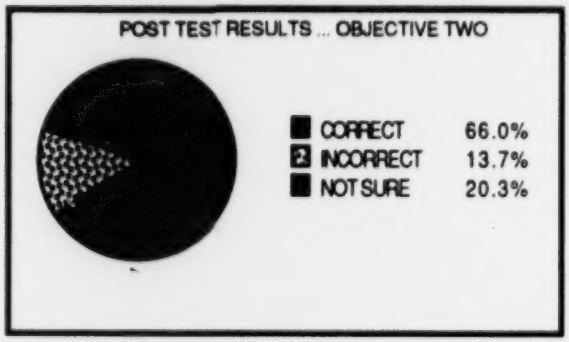
Graph 5



The effectiveness of the second objective was measured by comparing the results

of a post test (Graph 6) with the pre test results. According to the data collected, the target population experienced a decrease in prejudice of 40.7 percent meeting the criteria of the objective. As with the objective one, the majority of the change, 27 percent, came from the "Not Sure" category. However, a significant amount of the target population, 13 percent, changed their answer from an incorrect to a correct one.

Graph 6



The author concluded this was the most important objective of all. Raising cultural awareness is merely the presentation and recall of factual information, but reducing prejudice is a change in attitude. The curriculum merely sought to have student leave a lesson thinking and questioning why they held certain attitudes and beliefs. The author never expected the curriculum to be that effective and would have considered this objective a success if only 20 percent of the students had shown some change.

Objective 3

> During the twelve-week implementation of a multicultural education unit, 50 students from the target group of 1300 sixth, seventh, and eighth graders will demonstrate critical thinking skills and responsibility as evidenced by the production of two cultural awareness plays presented to the student body. The plays will concern a relevant topic for the target group and maintain a two scene structure.

During the first week of implementation a group of 50 students were selected by the faculty to become members of the Cultural Awareness Group. Students attended training with a district advisor and returned to campus. The students were placed in their own I.M.P.A.C.T class and began to plan their plays. During week six and week nine of implementation, the target group of students performed their cultural awareness plays. The effectiveness of the performances were evaluated by direct observation of the advisor, author and principal of the target school site. The plays were successful as they were both relevant for the target audience and maintained the required two scene structure.

Overall, the results of the practicum and implementation were outstanding. However it must be noted that the success cannot be measured by the objectives alone. Several factors not mentioned in the objectives contributed to the successful outcome. A dedicated staff who believed in the importance of such a curriculum cannot be over stated. Many staff members expanded upon the ideas of the curriculum and began to implement ideas into their own curriculum. The

commitment from the district, school and community that may not be available in all locations. It must also be mentioned that the administrative staff perceived an increase in reports to faculty and staff concerning racial remarks and slurs. The assumption was that the amount of incidents were not any greater, but that a more positive climate had been created so that students were willing to come forward and that students were no longer willing to accept what had been past practice of certain individuals.

CHAPTER V

Recommendation

The cultural isolation of the practicum site and its target population remain areas of concern for parents, educators, and district staff. The concern was great enough for an annual objective, attempting to raise the cultural awareness and reduce prejudice among the middle school students was written into the school's strategic site plan. The successful infusion of a cultural awareness goal into the improvement plan allowed for a continued commitment toward a safer and more tolerant staff and student body.

A staff survey followed the implementation of the curriculum and produced several positive accolades. Most staff members felt their own cultural awareness and understanding had been improved. The faculty also responded by saying the activities within the curriculum were clear and provided sufficient information that was appropriate for the students' grade level. Those areas, along with the results from the previous chapter, provided enough positive information to recommend the continuation of the program.

While the author was excited about the outcome of the proposal, various factors could be improved. Teachers responses led the author to believe in the need for greater inservice component. Many staff members were uncomfortable with presenting lessons of this nature due to the fact they had not anticipated the discussions that might follow. The staff wished for a more comprehensive

inservice program because they recognized the need for additional information which was not provided to them. Teachers also requested that some issues not fully examined by the unit be expanded or added. Some of the issues included relationships between males and female students, as well as an expanded curriculum on the handicapped.

The author was pleased with the overall acceptance of the program both by teachers and students. The author felt as if something significant had occurred. The curriculum never sought to change a persons thinking in a direct manner. Instead, the author merely asked students to think about beliefs that may have never been examined before. This goal was accomplished, but much more work was needed before multicultural education existed at the target school site.

The intervention process begun in this practicum should be continued throughout the remainder of the year and beyond. Additional interventions and resources should be devoted to the education of both students and staff. The end of this proposal should not be the end to multicultural education at the target school site. The ultimate goal of the author and the other building level administrators would be for all staff to be implementing the five dimensions of multicultural education in an integrated manner within their respective curriculums. Further staff development should be planned for second semester, in order for the faculty to expand their horizons and confidence.

The author also believes that students be provided the opportunity to investigate various cultures. Guest speakers should be provided by the local university and their cultural exchange program for the target middle school's

I.M.P.A.C.T. classes. The school should also expand its multicultural library for both teachers and students. Research has already been completed concerning titles and authors whose work would expand the targets school sites horizons. Lastly, the author recommends that the students of the target population be tracked as they enter high school. The proximity of the next higher institution would provide a unique opportunity to monitor the transition of students to a campus with increased diversity.

Finally, the author recommends a revision of the multicultural curriculum based upon the recommendations of the faculty, students, and staff. The author has also arranged to present the research, curriculum, and results concerning multicultural education to professional organizations and gatherings. Presenting at such a conference allows for the professional development of the author, a chance to receive further input concerning curriculum development in this area, and have the curriculum serve as a model for other school settings.

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APPENDICES

APPENDIX A

Multicultural Survey

Appendix A

MULTICULTURAL SURVEY

Please complete this survey so that we can better address the needs of students in the upcoming years. You are requested to work independently, be as honest as possible, and answer each question carefully. There will be no grade attached to this assignment. Please return this survey to your teacher when you have finished. Thank you.

NAME (OPTIONAL)_____ AGE_____

GRADE LEVEL: 6th _____ 7th_____ 8th_____ MALE__ FEMALE__

RACE: White __ Hispanic-American __ African-American __
Asian-American __ Other __ (explain)_____

1. How many of your personal friends belong to a different culture or race?

_____ None
_____ 1 to 2
_____ 3 to 4
_____ 4 or more

2. Put a check next to the cultural groups in which you have close friends.

_____ White
_____ Spanish Speaking Origin (Hispanic)
_____ African-American
_____ Asian-Americans
_____ Other _____

3. At the last non-school function you attended (party, sleep over), how many people from a culture other than your own were represented?

_____ None, all were the same race and color.
_____ 1 to 2 were from different cultures.
_____ 3 to 4 were from different cultures.
_____ 4 or more were from different cultures.

4. When someone who is from a different culture or race approaches you, what do you notice first? (check only one)

_____ color
_____ clothing
_____ race
_____ gender (male, female)

5. Check all the holidays you would feel comfortable explaining.

4th of July_____
Ash Wednesday_____
Christmas_____
Canada Day_____
Rosh Hashanah_____
Easter_____
Quanza_____
Yom Kippur_____
Thanksgiving (U.S.)_____
Hanakkah_____
Martin Luther King Day_____
St. Patrick's Day_____
Victoria Day_____
Festival of the 3 Kings_____

6. If you were at a gathering, which group would you likely hang out with? Put a number 1 next to your first choice, a 2 next to your second, and so on until you have ranked each of them.

_____ Spanish Speaking Origin (Hispanics)
_____ African-Americans
_____ Asian or a Far Eastern Group
_____ White/Caucasian

7. Complete the following sentences based on question six:

a. I chose _____ as my number one group because_____

_____.

b. I chose _____ as the last group because_____

_____.

Read the following statements carefully and decide whether or not you agree with them. Place an (X) in the parentheses which best describes your opinion.

Example:

Michael Jordan was the greatest player ever in the N.B.A.

(X)	( )	( )	( )	( )
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

8. Schools should teach about different cultures.

( )	( )	( )	( )	( )
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

9. It would be o.k. if my brother were dating a person from another race.

( )	( )	( )	( )	( )
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

10. It would be o.k. if my sister were dating a person from another race.

( )	( )	( )	( )	( )
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

11. People act differently around someone of a different race.

( )	( )	( )	( )	( )
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

12. Fights at school are usually because of racial problems.

( )	( )	( )	( )	( )
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

13. Understanding people and their cultures is very important.

( )	( )	( )	( )	( )
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

14. Your school does enough to teach you about different cultures.

( )	( )	( )	( )	( )
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

15. I would feel comfortable bringing someone of a different culture and race home.

( )	( )	( )	( )	( )
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

16. If given the chance, I would like to learn more about different cultures.

( )	( )	( )	( )	( )
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

With the next questions choose the best answer according to your own opinion. It may seem like a test, but you are not expected to know all the answers. Again read carefully and mark the best answer.

17. I am uncomfortable with people of different cultures because...

_____ I don't know much about them
_____ I have heard negative things
_____ they dress and speak differently
_____ they are a different color

18. If you are in a group where a racial joke is told, would you....

_____ laugh, because you enjoy those jokes?
_____ laugh, because everyone else did?
_____ not say anything?
_____ say something like "That's not funny!"?

19. Which of the groups listed would make the best spies?

_____ Black
_____ White
_____ Jews
_____ Hispanics
_____ Native American

WHY?_____

20. What do you feel would be the best way to educate people about the various cultures in our school?

APPENDIX B

Needs Assessment Data

Appendix B

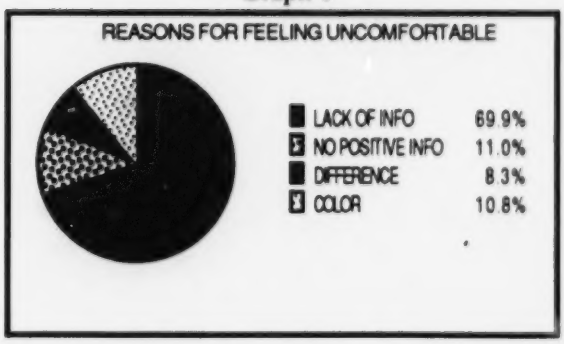
Needs Assessment Data

General Information:

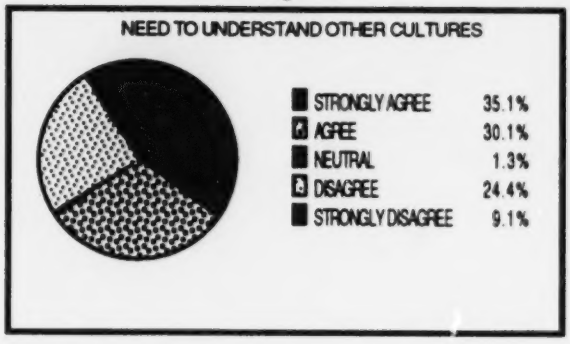
GRADE LEVEL	
6th Grade	250 surveys
7th Grade	300 surveys
8th Grade	450 surveys
RACIAL BREAKDOWNS	
Whites	845 students
Hispanics	102 students
African Americans	33 students
Asian Americans	20 students

Charts:

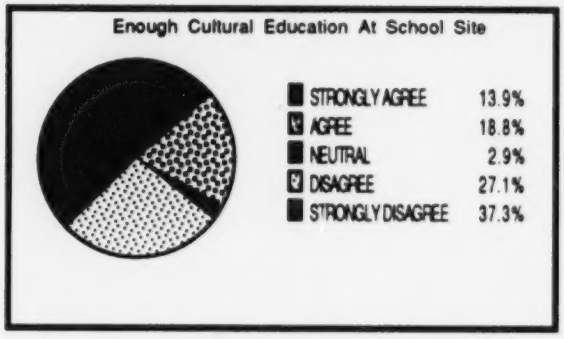
Graph 1



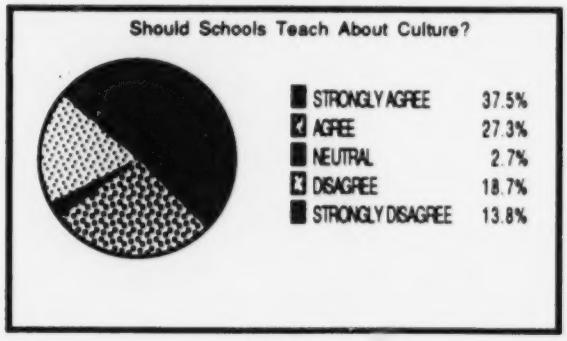
Graph 2



Graph 3



Graph 4



APPENDIX C

Evaluation Instrument

Appendix C

PRE/POST TEST

NAME (OPTIONAL)_____ AGE_____

GRADE LEVEL: 6th _____ 7th_____ 8th_____ MALE__ FEMALE__

RACE: White __ Spanish Speaking Origin __ African-American __
Asian-American __ Other __ (explain)_____

A. The statements below describe groups of Americans. Please indicate whether or not you agree with the statements.

	AGREE	DISAGREE	NOT SURE
1. Hispanics don't try to learn English and are slow to fit into American culture.	_____	_____	_____
2. African Americans are more likely to be on welfare than other Americans.	_____	_____	_____
3. People want to come to the United States because they want to take advantage of our welfare system.	_____	_____	_____
4. There is no difference between visible and invisible culture.	_____	_____	_____
5. African Americans work harder to overcome the barriers society creates for them.	_____	_____	_____
6. Every person who is born has culture.	_____	_____	_____

B. The following statements reflect people's opinions about race relations in America. Please indicate the ones you agree with by marking the correct blank.

	AGREE	DISAGREE	NOT SURE
7. If America is to compete in the world, then we must do something about stereotypes.	_____	_____	_____
8. The biggest barrier to race relations in America is the presence of so many racist people.	_____	_____	_____
9. An immigrant and a refugee are the same thing.	_____	_____	_____
10. All Americans have a responsibility to understand other people and their culture.	_____	_____	_____
11. Prejudice is a judgement based on outside characteristics.	_____	_____	_____
12. America's racial, ethnic, and religious problems can be solved if each person faces the issues honestly.	_____	_____	_____
13. The greatest barrier to race relations in America is ignorance.	_____	_____	_____
14. You would ask a person telling a racist joke to stop.	_____	_____	_____
15. I understand why I react differently to different cultures.	_____	_____	_____

APPENDIX D

Multicultural Curriculum

Appendix D

Multicultural Education:

An

I.M.P.A.C.T.Curriculum

INTRODUCTION

Each day, a person is reminded of the increasing interrelatedness of the people who inhabit the globe. Citizens and educators alike must assume the responsibility for educating America's youth to live in a highly pluralistic and interdependent world. The needs of all human beings can be met through a true understanding of what makes up our common humanity. Americans are no longer able to escape the international aspects of a global society. Americans have some vague notion that they are well informed about the rest of the world. One only need to poll a small target group of our school age children to realize this is not the case.

Instead of continuing to wage the war of rhetoric in public forums, American educational institutions must move forward and help set public opinion instead of waiting for it to be dictated to us. This curriculum is one such step forward. Multicultural education allows students to gain an understanding of the concepts of cultural pluralism and the ability to interact positively with people of varying cultural backgrounds. This curriculum asks students and teachers to begin thinking introspectively so that our future may be brighter than our past.

This curriculum does not provide an easy answer to any large societal problem. Instead it is just a small piece of the solution in which we all have a stake. It is important to note the curriculum is only part of a larger program. Banks, a noted researcher in the areas of multicultural education, would remind all educators there are five clear dimensions of multicultural education including, "1. Content Integration; 2. The Knowledge Construction Process; 3. Prejudice Reduction; 4. Equity Pedogogy; and, 5. An Empowering School Culture and Social Structure" (1990:5). The curriculum presents a twelve session unit of instruction which promotes cultural awareness while attempting to reduce prejudice among an adolescent population. The author's intent is that students using this curriculum will examine the normative nature of culture, establish a critical awareness of the diversity and similarities that surround them, and finally focus on how change is an individuals decision to do something different.

Remember to focus on the many similarities that we as Americans all possess. Too often Americans are reminded by society, the media, and other organizations of our diversity. If only for a moment we could be reminded of our common heritage, immigrant past, and common desire for what is correct and just.

ACTIVITY 1

MATERIALS:

* Pre/Test for Students, Student Handout
* file folders for each student

OBJECTIVES:

Students will be able to:

* complete the pre/test
* organize a folder to retain materials received during the unit of instruction.

MOTIVATION:

* Relate to students prior knowledge.

  --Describe how you know that you are a member of a certain culture?
  --What kind of problems have you heard or seen Americans have in accepting different cultures?

* Introduce the activity.

  --Today you will take a pre-test concerning perceptions people have about cultures alike and different from their own. You did not need to study for this type of test, but instead just answer each of the questions as honestly as possible. When you are finished, take a folder and decorate it in a manner which represents who you are. (Teachers should do one also so students will see that the activity is important.)

SUMMARY:

* Have the students place their pre/tests into their folder. Explain that they will return to their responses following the unit of instruction. At that time they can compare their attitudes today, with their attitudes in 12 weeks.

Student Handout

PRE/POST TEST

NAME (OPTIONAL)_____ AGE_____

GRADE LEVEL: 6th _____ 7th_____ 8th_____ MALE__ FEMALE__

RACE: White __ Spanish Speaking Origin __ African-American __
Asian-American __ Other __ (explain)_____

A. The statements below describe groups of Americans. Please indicate whether or not you agree with the statements.

	AGREE	DISAGREE	NOT SURE
1. Hispanics don't try to learn English and are slow to fit into American culture.	_____	_____	_____
2. African Americans are more likely to be on welfare than other Americans.	_____	_____	_____
3. People want to come to the United States because they want to take advantage of our welfare system.	_____	_____	_____
4. There is no difference between visible and invisible culture.	_____	_____	_____
5. African Americans work harder to overcome the barriers society creates for them.	_____	_____	_____
6. Every person who is born has culture.	_____	_____	_____

B. The following statements reflect people's opinions about race relations in America. Please indicate the ones you agree with by marking the correct blank.

	AGREE	DISAGREE	NOT SURE
7. If America is to compete in the world, then we must do something about stereotypes.	_____	_____	_____
8. The biggest barrier to race relations in America is the presence of so many racist people.	_____	_____	_____
9. An immigrant and a refugee are the same thing.	_____	_____	_____
10. All Americans have a responsibility to understand other people and their culture.	_____	_____	_____
11. Prejudice is a judgement based on outside characteristics.	_____	_____	_____
12. America's racial, ethnic, and religious problems can be solved if each person faces the issues honestly.	_____	_____	_____
13. The greatest barrier to race relations in America is ignorance.	_____	_____	_____
14. You would ask a person telling a racist joke to stop.	_____	_____	_____
15. I understand why I react differently to different cultures.	_____	_____	_____

ACTIVITY 2

MATERIALS:

* Rights, Risks, and Responsibilities, Student Handout
* Alike and Different Questions, Teacher/Student Activity
* Cultural Definitions, Overhead

OBJECTIVES:

Students will be able to:

* understand that a true dialogue about culture must have ground rules.
* realize the difference between visible and invisible culture.

MOTIVATION:

* Relate to students prior knowledge.

  --Think about what makes you a member of a culture.
  --What cultural traits are visible or invisible to other people?
  --Review definitions on Overhead 1.

* Introduce the activity.

  --Today you are going to examine differences and similarities among the cultures present in this classroom. I am going to ask you to respond to some statements by standing in place.

DEVELOPMENT:

* Remind students to pay attention to who stands with them and who doesn't .
* Lead students to understand which items are a visible part of culture and which parts are invisible. (Are either unimportant?)
* Ask students if they were surprised by any of the groups which were created by the responses to the questions.

SUMMARY:

* Direct the students to the lists of Rights, Risks, and Responsibilities. Select a student(s) to read aloud. Impress upon the students that if any serious learning is to take place then these ground rules must be obeyed.

RIGHTS, RISKS, AND RESPONSIBILITIES

I,_____ believe that true dialogue can only occur when the principles listed below are honored.

RIGHTS

1. Every participant has the right to express emotions and ideas, and has the right to be heard.

2. Every person has the right to ask questions that help in understanding what another person is saying.

3. Every participant has the right to his or her own self-identity.

4. Every person has the right not to change or be forced to change

RESPONSIBILITIES

1. Every participant must listen carefully and patiently.

2. Every participant must behave in a manner which clearly allows other to be heard.

3. Every participant has the responsibility to examine his or her values, attitudes, and behaviors.

I have read the above rules and will, to the best of my ability, abide by them while involved in classroom discussions.

_____
student signature

ALIKE AND DIFFERENT

This exercise is designed to show some of the similarities and differences between the members of the class. It also attempts to demonstrate that when we examine cultural identity, we discover that some of the differences and similarities are visible while others are not. As you read the statements, ask the students to respond by raising their hand or standing up. Remind students of their responsibility to each other and respecting each others differences.

You were born in the United States.
You were born in the South.
You were born in the North.
You were born in another country.

One of your parents was born in another country.
One or more of your parents was born in another country.

You have a sense of pride about where you were born.(North,South,City,Country)
You would say that you are proud to live in the United States of America.

You are an African American/Black.
You are a Native American.
You are of Spanish Speaking Origin.
You are European American/White.
You are Asian American.

You identify yourself in another manner. (Have students explain.)

You speak only one language.
You speak two languages.
You speak more than two languages.

You consider yourself to be religious.
You consider yourself not very religious.
You identify yourself as a Christian.
You identify yourself as a Muslim.
You identify yourself as a Buddhist.
You identify yourself as a Hindu.

You live in a city environment.
You live in the suburbs.
You live in the country.

You like rock music.
You like heavy metal music.
You like rap music.

You like classical music.
You like country western music.
You like jazz.

You live in a neighborhood with little or no diversity. (Everyone is the same)
You live in a neighborhood with a great deal of diversity.

In the past year you have experienced an act of discrimination based on your cultural identity.

CONCEPTS OF CULTURE

DEFINITIONS

Culture: the learned and shared behaviors and perceptions of a group which have been transmitted from generation to generation.

Visible Culture: that which is observed about a culture most directly and therefore most easily. (Language, Color, Etc.)

Invisible Culture: those items of a particular culture which are not easily seen. The attitudes and beliefs which lie beneath the surface.

SIX GENERAL FEATURES OF CULTURE

1. Culture includes concepts, habits, and institutions.
2. Culture not only involves behaviors, but also attitudes.
3. Culture is dynamic--constantly changing.
4. Culture is defined by group members, not outside observers.
5. Culture is transmitted from generation to generation.
6. Culture is learned...you are not born with culture.

ACTIVITY 3

MATERIALS:

* Why U.S.?, Student Handout
* "The New Colossus," Classroom Overhead

OBJECTIVES:

Students will be able to:

* recall the motivation of persons wanting to come to the United States.
* understand how those came to be accepted into the American culture.

MOTIVATION:

* Relate to students prior knowledge.

  --Why, out of all the countries in the world, are people still choosing to come to the United States?

* Introduce the activity.

  --Today you are going to work in groups and examine why people came to the United States. This activity will help you to understand that no matter what our culture is, Americans share many of the same beliefs.

DEVELOPMENT:

* Divide students into groups and have them develop their lists.
* Allow students to present their lists and keep track on an overhead.

SUMMARY:

* Direct the students to an understanding that all immigrants came to the United States for basically the same reasons.
* To conclude, present the inscription from the Statue of Liberty, and ask the students if the message reflected in Lazarus' words is still accurate of the United States today. Do we still want the world's tired poor and hungry, and if not...why?

Student Handout

WHY U.S.?

AMERICA WAS FOUNDED OUT OF THE INTOLERANCE OF DIFFERENCE:

As we have seen, we are all individuals while at the same time members of particular groups. We are part of a family, school, and country. The United States is made up many individuals who are part of both large (U.S. citizen) and small (family) groups. While we are all very different, we all hold many of the same beliefs which have made our country great.

GROUP ACTIVITY: HOW DID AMERICA BECOME A GREAT NATION?

Make a list of the reasons why people came to the United States. If you have a hard time think about why people try to escape from their own country. Think about why you would leave your home to go to some other place. Knowing the reasons why people came to this country will help you understand why Americans share many of the same beliefs and how those beliefs have been incorporated into a strong country.

List The Reasons Why You Believe People Came To The United States:

_____

_____

_____

_____

_____

_____

_____

_____

"THE NEW COLOSSUS"

By Emma Lazarus

Give me you tired, your poor
Your huddled masses yearning to
breathe free,
The wretched refuse of your teeming
shore,
Send these, the homeless, tempest-
tossed, to me:
I lift my lamp by the golden door.

ACTIVITY 4

MATERIALS:

* Whom Shall We Welcome, Student Handout I
* Roosevelt Quote, Classroom Overhead
* Whom Shall We Welcome? Teacher Student Activity
* Optional: "Coming to America" by Neil Diamond

OBJECTIVES:

Students will be able to:

* examine America's immigrant past.
* develop a policy by which to decide who enters or does not enter our country.

MOTIVATION:

* Relate to students prior knowledge.

--Have students think about times they were excluded from a particular group. Have them explain what they believed the reasons were for that exclusion.

* Introduce the activity.

--Today you are going to examine America's immigrant past and try to develop a policy that will aid you in making decisions about allowing individuals to come to the Untied States.

DEVELOPMENT:

*Ask students to read the quote from Franklin Roosevelt. After students have completed the task, play the Neil Diamond recording.
*Move to the teacher/student activity sheet and follow the lesson to its conclusion.

SUMMARY:

*Have students develop a set of criteria a person could use to decide who to admit to the U.S. and who to deny entry to. Record the criteria so it can be available next week when students will have to decide real life cases.

REMEMBER....
REMEMBER ALWAYS, THAT ALL OF US...ARE DESCENDED FROM IMMIGRANTS.

FREANKLIN DELANO ROOSEVELT

WHOM SHALL WE WELCOME?

This exercise will help students to begin to understand the important contributions immigrants made to the United States and how many of us have a common bond of immigration.

1. Divide the class by asking the students to respond to the following question;

   Do you think the United States today allows too many people to resettle in our country?

2. Divide the class into the "yes" and "no" groups and give the students several minutes to develop a list of reasons to back their particular position. The "yes" group should list reasons why we shouldn't allow more people into the country; the "no" group should list reasons to welcome newcomers and the contributions a newcomer might make. The group leader should summarize their responses and present to the entire class.

3. The teacher should then polarize the issue by asking students to respond to the following:

   a. Those of you who descended from this country's original inhabitants, please stand or come to the front of the room.(The Native Americans)

   b. Ask those still remaining in their seats what their common bond is? (They all descended from foreign immigrants of one type or another.)

   c. Remind student there may be another group represented in the classroom whose ancestors had no choice in coming to America...The African American. Investigate if the students are aware of this difference.

4. Now that they understand that they all have a common bond of immigration, ask them to respond to the question, **"What would have happened to America if Native Americans had been able to prohibit immigration?"**

5. Direct students to develop a list of criteria for screening potential immigrants wanting to enter the United States. (Age, Sex, Health, Etc.)

WHOM SHALL WE WELCOME?

1. **Do you think the United States today allows too many people to resettle in our country?**

2. List your reasons why you feel this way?

_____

_____

_____

_____

3. **"What would have happened to America if Native Americans had been able to prohibit immigration?" (Explain)**

_____

_____

_____

_____

4. Develop a list of criteria (reasons) that should be considered when making the decision to admit a person into the United States. (Age, Sex, Career, Etc)

a. _____

b. _____

c. _____

d. _____

e. _____

ACTIVITY 5

MATERIALS:

* Whom Shall We Welcome? Student Handout II

OBJECTIVES:

Students will be able to:
* understand the difference between an immigrant and refugee
* use effective, non-bias reasoning to make difficult decisions
* implement their policy by deciding who enters or does not enter our country.

MOTIVATION:

* Relate to students prior knowledge.

--Have students remember the past lesson and what would have happened if a particular group could have controlled immigration.

* Introduce the activity.

--Today you are going to be placed in charge of who comes to the United States and who doesn't. Using the definitions provided and your criteria from last week review the 10 cases in front of you and decide whether or not to admit the individual.

DEVELOPMENT:

*Divide students into groups and pass out the Student Activity Sheets.
*Allow sufficient time for students to make their decisions.
*Upon conclusion of the activity, poll the student groups for their responses and reasons behind how they made their decisions.

SUMMARY:

*Bring the student groups together by developing a classroom list of criteria for allowing immigration to the United States. This may be done on the overhead or on the chalkboard. If time permits...have students re-examine the poem "New Colossus" and discuss if their attitudes have changed.

Student Handout II

WHOM SHALL WE WELCOME?

DEFINITIONS:

Immigrants: Persons admitted to the United States under a set of categories having to do with family relations or special skills which are in short supply.

Refugees: Persons who have a well founded fear of being persecuted because of their race, nationality, political beliefs and cannot be protected in his/her own country.

DIRECTIONS:

You are a United States Immigration official with the power to decide which people should be admitted to the United States. You or your group will decide the fates of the following applicants for admission to our country. Keep in mind the criteria you created last week and the definitions of an immigrant and a refugee as you decide..

A woman from England wants to come to to the U.S. to be with her daughter and her two grandchildren, who immigrated 10 yrs. ago.

__ Should be admitted
__ Should not be admitted
__ Not sure

__ Immigrant
__ Refugee

An Iranian student wants to be allowed to stay here. He fears that he will be shot if he returns to Iran because of his past opposition to the government.

__ Should be admitted
__ Should not be admitted
__ Not Sure

__ Immigrant
__ Refugee

A Jew from the old Soviet Union wants to escape the persecution he faces because he is Jewish.

__ Should be admitted
__ Should not be admitted
__ Not sure

__ Immigrant
__ Refugee

A Greek man wants to start a new life in the United States.

__ Should be admitted
__ Should not be admitted
__ Not sure

__ Immigrant
__ Refugee

A woman fled her country when the Vietnamese invaded her country. When she worked, it was in a rice paddy. She saw many people put to death, and most of her family has perished. She does have one sister who came to the U.S. about 5 years ago.

__ Should be admitted
__ Should not be admitted
__ Not sure

__ Immigrant
__ Refugee

A man from El Salvador comes from a town in which many people have been killed by soldiers in a bitter civil war. His own brother vanished three years ago and he fears that if he remains in El Salvador he too will vanish.

__ Should be admitted
__ Should not be admitted
__ Not sure

__ Immigrant
__ Refugee

A young girl would like to leave Vietnam. Her mother is dead and her father was an American soldier. She doesn't know where her father lives or even if he is still alive. Because of her mixed blood she is persecuted in her home country and will never have an opportunity at a good life.

__ Should be admitted
__ Should not be admitted
__ Not sure

__ Immigrant
__ Refugee

A man who helped the U.S. in a secret war against Cuba is being persecuted in Havana. Since he is no longer safe in his own country, he must make a new life for his family in the U.S.

__ Should be admitted
__ Should not be admitted
__ Not sure

__ Immigrant
__ Refugee

An Indian brain surgeon has developed a new surgical technique that greatly reduces the risk to patients. Her skills would add a great deal to U.S. medical knowledge.

__ Should be admitted
__ Should not be admitted
__ Not sure

__ Immigrant
__ Refugee

A Russian dancer wants to come to to the U.S. so she can pursue her artistic career in a free country.

__ Should be admitted
__ Should not be admitted
__ Not sure

__ Immigrant
__ Refugee

ACTIVITY 6

MATERIALS:

* "They Broke My Car Window!", Student Handout
* You've got to Be Carefully Taught.", Overhead

OBJECTIVES:

Students will be able to:

* understand the term prejudice and how it is related to ignorance and fear.

MOTIVATION:

* Relate to students prior knowledge.

--Have students reflect and express a situation when they were judged prematurely.(Ex. Following an older brother or sister in school.)

* Introduce the activity.

--Today you are briefly going to examine prejudice and how it specifically relates to ignorance and fear. Please read the selection for today and answer the questions pertaining to the story.

DEVELOPMENT:

*Have students read aloud the conversation "They Broke my Car Window!"
*Have students respond to the questions either orally, or in writing.
*Discuss the students responses to the questions and introduce the term prejudice and its definition.

SUMMARY:

*Have the students read aloud the poem "You've Got to Be Carefully Taught." Remind them that prejudice is all around us. It is in our society, our neighborhoods, our schools, and even our families. However, only they can stop a cycle of pre-judging individuals based on ignorance and fear.

"THEY BROKE MY CAR WINDOW!"

Karen Batt

Jose: Hey Tam, how was you weekend?

Tam: Terrible! Saturday night, while my car was parked out front some black people broke all the windows on my car!

Jose: Wow, that's too bad. Did you get it fixed?

Tam: No, not yet. You know, I'm so angry at those people who did this! Black people are no good!

Jose: Hey!!, I know you're still pretty upset about the expense and all, but don't you think that statement was pretty big?

Tam: What statement?

Jose: You know, the one about all black people being no good.

Tam: Well that's they way it is in my neighborhood. We are afraid to go out at night; the neighbors are loud; they attack us, and our cars. You know the kind, they are lazy, unemployed and deal drugs.

Jose: Look, I know you're upset about your car, but your condemning everyone in your neighborhood. I know the crime rate is high where you live, but do you know what else is going on there?

Tam: NO!... What?

Jose: Unemployment, poverty, lack of education, and a community which hasn't taken the time to get to know one another. I bet you can't even tell me your neighbors first and last name.

Tam: Well... I... uh...

Jose: Well it was the same in my neighborhood! Almost everyone is poor, uneducated and unemployed. We still have a big crime problem too, but everyone is white!! But we're taking the time to get to know each other and stop living in fear. We found out who we could trust and who we couldn't. There are still some white people I won't associate with, but I now know its not ALL of them.

Tam: Oh.

QUESTIONS TO THINK ABOUT???

1. What happened to Tam's car?

2. Who does Tam think broke his windows?

3. What is Tam afraid of?

4. What point is Jose trying to make when he describes the problems in his own neighborhood and says, "everyone is white."

DEFINITIONS

Prejudice --Tam's statement, "Black people are no good." is an example of prejudice. **The term prejudice means:**

pre - a term meaning before

judge - decide

You commit a prejudice act when you judge people based on their characteristics before you know them. Prejudice usually comes from either not having enough information about a person or group (ignorance) or fear of the group or individual. These attitudes are learned, but can also be eliminated through acceptance and education.

Overhead

You've Got To Be Carefully Taught

by Richard Rogers and Oscar Hammerstein

You've got to be taught to hate and fear
You've got to be taught from year to year
It's got to be drummed in your dear little ear
You've got to be carefully taught

You've got to be taught to be afraid
Of people whose eyes are oddly made
And people whose skin is a different shade
You've got to be carefully taught

You've got to be taught before it's too late
Before you are six or seven or eight
To hate all the people your relatives hate
You've got to be carefully taught

ACTIVITY 7

MATERIALS:

* Respecting Each Others Differences, Student Handout I & II
* One Day Contract, Student Handout III

OBJECTIVES:

Students will be able to:

* explain how prejudice and discrimination are related.
* examine instances where they have discriminated against someone.

MOTIVATION:

* Relate to students prior knowledge.

  --Have students examine times when they have unfairly discriminated against someone.

* Introduce the activity.

  --Today you are going to read a story about Tom West. As you read the story, search for the examples of discrimination. Following the story we'll look at some questions to bring the most important points to light.

DEVELOPMENT:

*Have students read aloud or silently the story of Tom West.
*Upon completion have the student examine what forms of discrimination were used and why Sally didn't discriminate.
*A final discussion should be held about whether anything could be done to give Tom's story a different ending.(Lead into contract.)

SUMMARY:

*Students should be made aware that many times the ignorance of discrimination goes unchecked because people are too fearful of doing something that would correct the situation. Students must understand that to stop prejudice and discrimination, hard and unpopular contracts must be made with onesself.

RESPECTING EACH OTHERS DIFFERENCES

The Story of Tom West

Tom West had been in Sally's classes since kindergarten. Sally had to admit that Tom just kept getting worse and worse. In kindergarten, he walked with a limp and squinted all the time. In the first grade he came to school wearing very thick and heavy glasses. He still, even with the glasses, could hardly see. In second grade. everyone knew how to read except for Tom. In third grade, he had an operation on one of his eyes. He had to wear a patch and his thick glasses also. The kids who used to call him four-eyes started calling him three-eyes after the operation. On top of all of this, Tom was terrible in sports and didn't get good grades either.

Sally lived next to Tom and played with him sometimes, especially if there was no one else around. She was surprised sometimes because they could really have fun together. Tom's father was an engineer and they had computers and other great games at their house. Tom also had a powerful telescope, which Sally loved to use to look at the moon and other stars. Tom also had a ham radio so they could reach people all over the world. What Sally liked most about Tom was that he shared whatever he had with her. No one else from class ever went to Tom's house though. Once Sally told some of the kids how interesting some of the things at Tom's house were, but Bill Green said "Anything the old blind kid has can't be cool!" All of the other kids laughed and agreed with Bill, so Sally never said anything else about it.

In sixth grade, Bill threw a party at his house and invited everyone from his team--except Tom. Sally talked to Bill about it, but Billy just shrugged her off. Sally continued by saying that Tom probably wouldn't come anyway, but Bill replied that "It's no fun to have a cripple at a party." This was a tough year at school for Tom. The other boys hid his glasses and clothes when he showered at P.E. They would take his glasses and run down the hall with them. They even blamed him for a broken projector when the teacher had left the room and someone else had done it. Bill told the teacher that everyone knew how clumsy old Tom was, so he must have done it. When seventh grade began, Tom didn't come to school. Sally met Tom's father in the hallway asking for directions to the office. His father said that Tom was not coming to this school this year and instead they would be sending him to a private school. Tom's father didn't look happy about that and later, after Sally had time to think about it, she felt mad too.

RESPECTING EACH OTHERS DIFFERENCES

Discussion Questions:

1. What were some of the forms of discrimination that Tom felt?

2. Why was Sally able to have a different relationship with Tom than the other children in his class?

3. Do you think there was anything Sally could have done to make the others accept Tom? (Be ready to explain your answer.)

4. What could have been done differently to change the outcome of this story?

ONE DAY CONTRACT

Too often people go through the day saying I'll change, I'll change, but never do. One good strategy to use is a contract with yourself. This is a promise to your self that you will do one small thing today to help spread the idea of more understanding and respect for differences.

SUGGESTIONS FOR CONTRACTS:

--I will eat lunch with a cultural group other than my own.
--I will be sincerely friendly to a classmate whom I have mistreated.
--I will go home and talk about these activities with my family.
--I will stop the unfair name calling and other things I have been doing.

MY CONTRACT

DATE:_____

The contract with myself is to:_____

_____

_____

_____

Signature:_____

ACTIVITY 8

MATERIALS:

* Rich and Poor Folk, Student Handout I
* Stereotypes, Student Handout II

OBJECTIVES:

Students will be able to:

* understand stereotypes and why they are used.
* examine stereotypes as applied to rich and poor kids.

MOTIVATION:

* Relate to students prior knowledge.

--Have students think of stereotypes that are used in school everyday.

* Introduce the activity.

--Today you are going to examine stereotypes and why people use them. I am handing out an activity that I would like you to respond to honestly and quickly, without giving it too much thought.

DEVELOPMENT:

*Have students respond to The Rich and Poor Folk Activity. Push them to complete it quickly. You are more likely to get stereotypical answers.

*Write their responses on a board or overhead divided into rich and poor sections. Be careful not to judge anything being stated until all responses are gathered and then process with the questions provided.

SUMMARY:

*Students should read the definition and function of a stereotype. Help students to understand the definition and then examine what is on the board or overhead. With student help examine the statements and decide if it is a fact or stereotype. Remove the stereotypes from the board. If it works according to plan, there won't be much left on the board.Students then should be asked what that says about them.

Student Handout I

RICH AND POOR FOLK

POOR FOLK

1. Poor kids are_____.
2. Children who are poor are_____.
3. Poor children act_____.
4. Poor children like_____.
5. You can always tell a poor kid by_____.

RICH FOLK

1. Rich kids are_____.
2. Children who are rich are_____.
3. Rich children act_____.
4. Rich children like_____.
5. You can always tell a rich kid by_____.

DEFINITION AND FUNCTION OF STEREOTYPES

Definition: A stereotype is an exaggerated belief associated with a category, person or object.

"All Rich People Are Snobs."

Function: The function of a stereotype is a means by which we can justify our behavior or conduct in relation to the category, person or object.

"I don't like anyone who's rich because they are snobs!"

Now that we understand a little bit more about stereotypes, let's process the answers we gave a few moments ago.

Process:

1. Are all rich/poor kids this way? (If not...then it is a stereotype)
2. How do labels keep us from getting to know people?
3. What is the only way for me to truly know if I like or dislike a particular person?
4. Why is it easier to label then to get to know someone?

...IGNORANCE AND FEAR LEAD US TO MANY OF OUR PROBLEMS....

ACTIVITY 9

MATERIALS:

* Television tuned to DTV

OBJECTIVES:

Students will be able to:

* understand the Cultural Awareness Club and its Purpose.
* see their peers role playing some cultural situations taken from our campus.
* receive a challenge put forth by the members of the club

MOTIVATION:

* Relate to students prior knowledge.

--Think of situations which have happened at their school where a cultural problem could have been resolved in a much better way.

* Introduce the activity.

--Today you are going to watch DTV and see a play put on by the Cultural Awareness Club. The plays will be about situations which occur on campus and how we could better handle them.

DEVELOPMENT:

*Have the students watch the plays very carefully looking for prejudice, discrimination, and stereotypes. Have the students also concentrate on the form of the play and its length.

SUMMARY:

*Students should be asked to watch their peers, adults and others carefully this week looking for and selecting a topic to present as a role play. If time permits it would be helpful to divide the students into groups so the time next week is utilized for developing the role play.

ACTIVITY 10

MATERIALS:

* Role Play Scenarios, Teacher/Student Activity

OBJECTIVES:

Students will be able to:

* select an appropriate role play topic and plan their performance.
* plan the two scene performance to include the conflict and its resolution.

MOTIVATION:

* Relate to students prior knowledge.

  --Think of the situations the Cultural Awareness Club presented to you and begin to plan your own.

* Introduce the activity.

  --Today are going to begin to plan your role plays for next week. These should be on some type of cultural problem that has occurred or will likely occur at your school.

DEVELOPMENT:

*Break students into groups for the role play.
*Allow them time to plan and practice their role play.
*Explain to the students that each role play consists of two scenes. The first presents the problem, while the second presents a positive way to resolve it.
*Warn them about becoming too elaborate. Remind them of the example on DTV.

SUMMARY:

*Students should be reminded they will have to perform beginning next week. It would be wise to set the order of the performances before the students leave the classroom.

ROLE PLAYING

Solving problems through a role play activity helps provide an atmosphere in which students can think creatively, share feelings about diversity, and create strategies for interrupting bias, bigotry and racism. This method allows students to analyze the various ways they deal with themselves and to choose alternatives to resolve conflict and promote positive interaction.

Role Play Topics:

-Someone tells a joke based on a cultural stereotype.
-Parents or friends object to an inter-racial friendship.
-A disagreement occurs at a school dance over the music that should be played.
-Culturally insensitive remarks are made in class.
-The school cafeteria is racially and ethnically segregated.
-Spectators at an athletic event use racial slurs.
-Students make fun of a person's clothing that is part of his/her religious tradition.
-And more

ACTIVITY 11

MATERIALS:

* Role Play Performances
* Optional Video Camera

OBJECTIVES:

Students will be able to:

* produce a two scene role play performance for the I.M.P.A.C.T. class.

MOTIVATION:

*Remind Students there is no need for perfection, but instead an honest attempt to look at problems and their solutions to them.

DEVELOPMENT:

*Review performance list from last week.
*Explain to the students the proper role for an audience to play.
*Provide feedback to students by asking them to relate the problem and the solution following the performance.

SUMMARY:

*Students should be congratulated on their performances and reminded that their plays are mirrors of what goes on in their daily lives. They should also be reminded that if the problems are possible, then so are the solutions they offered as well.

ACTIVITY 12

MATERIALS:

* Post Test, Student Handout I
* Commitment to Action, Student Handout II

OBJECTIVES:

Students will be able to:

* improve their cultural understanding based on the results of the Post Test.
* commit to changing the way they have lived life in the past.

MOTIVATION:

* Relate to students prior knowledge.

  --Think about your contract a few weeks ago and how it was difficult, but if you were sincere, how it made a difference. Today we are going to ask for more.

* Introduce the activity.

  --Today you are going to take the post test. Again you couldn't have studied, but we would like you to answer as honestly as possible. Following that, you will be asked to make a commitment and turn that in.

DEVELOPMENT:

*Give the students the post test.
*Allow them time to plan their commitment to action.
*Collect their plans for action and tell them you'll return them at the close of the school year. (They can then judge how well they have done.)

SUMMARY:

*Thank the students for their cooperation and attitudes during the sessions. Remind them that the world they live in depends upon their involvement in it.

PRE/POST TEST

NAME (OPTIONAL)_____ AGE_____

GRADE LEVEL: 6th _____ 7th_____ 8th_____ MALE__ FEMALE__

RACE: White __ Spanish Speaking Origin __ African-American __
Asian-American __ Other __ (explain)_____

A. The statements below describe groups of Americans. Please indicate whether or not you agree with the statements.

	AGREE	DISAGREE	NOT SURE
1. Hispanics don't try to learn English and are slow to fit into American culture.	_____	_____	_____
2. African Americans are more likely to be on welfare than other Americans.	_____	_____	_____
3. People want to come to the United States because they want to take advantage of our welfare system.	_____	_____	_____
4. There is no difference between visible and invisible culture.	_____	_____	_____
5. African Americans work harder to overcome the barriers society creates for them.	_____	_____	_____
6. Every person who is born has culture.	_____	_____	_____

B. The following statements reflect people's opinions about race relations in America. Please indicate the ones you agree with by marking the correct blank.

	AGREE	DISAGREE	NOT SURE
7. If America is to compete in the world, then we must do something about stereotypes.	_____	_____	_____
8. The biggest barrier to race relations in America is the presence of so many racist people.	_____	_____	_____
9. An immigrant and a refugee are the same thing.	_____	_____	_____
10. All Americans have a responsibility to understand other people and their culture.	_____	_____	_____
11. Prejudice is a judgement based on outside characteristics.	_____	_____	_____
12. America's racial, ethnic, and religious problems can be solved if each person faces the issues honestly.	_____	_____	_____
13. The greatest barrier to race relations in America is ignorance.	_____	_____	_____
14. You would ask a person telling a racist joke to stop.	_____	_____	_____
15. I understand why I react differently to different cultures.	_____	_____	_____

Student Handout II

COMMITMENT TO ACTION

As a result of this dialogue on intergroup relations, I will take the following steps to value diversity and build a strong, caring community in which to live.

1._____

_____

2._____

_____

3._____

_____

SIGNATURE_____

DATE_____

WITNESS_____

You reactions to these materials is most important to updating them periodically. Please take a few moments to fill out this form and return it to the author at your convenience. The goal of this evaluation is to elicit feedback on the multicultural unit, its materials and activities. Please feel free to use a separate sheet of paper to make additional comments.

School:_____ Grade Level_____

Subject Area_____

I. Teacher

a. Did your knowledge and understanding of culture increase through this project?

b. Did you find the quantity of information

__Sufficient __Too little __Too much

c. Were the plans and information presented clearly?

d. Please list the activities you thought were most successful.

e. Please list the activities you found to be least helpful.

f. What would you add to the curriculum?

g. Would you alter the way the activities were presented?

II. Students

a. Were the lesson plans appropriate for your grade level?

b. What activities did students get most excited about?

c. What activities did students not get involved in?

d. How helpful was the roleplaying as a culminating activity?

Reference List

Baez, Luis. "Basic Skills Curriculum for Cultural Inclusiveness and Relevance." Unpublished Dissertation. Milwaukee Technical College, 1991.

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Banks, James A. "Multicultural Education: Historical Development, Dimensions, and Practice." Review of Educational Research, 1990, pp. 3-49.

Batt, Karen. "We're All In The Same Boat." Unpublished Dissertation. LaSalle University, 1988.

Catholic Consortium on Refugee Awareness Education. Flight to Hope. New York: Catholic Consortium on Refugee Education, 1990.

APPENDIX E

Staff Memorandum: Cultural Awareness Program

Appendix E

Staff Memorandum: Cultural Awareness Program

DATE

MEMORANDUM

TO: ALL FACULTY AND STAFF

FROM: (NAME)
Cultural Awareness Advisor

(NAME)
Dean of Students

SUBJECT: CULTURAL AWARENESS PROGRAM

Most of you are already aware of the Cultural Awareness Program in our district. The interaction group began due to the massive growth and influx of cultures into our area. Most of us were taught to see the United States as a melting pot; however we are more accurately described as a salad bowl. We are a combination of cultures that must learn to work together in order to survive.

Cultural Awareness seeks to attain the above goal. In order to do so we will need to have a number of students trained. We are asking that each team identify students who might benefit from this program. On _____ these students will attend a two day workshop at _____. When we have gathered all the names we will publish a list of those students attending the training.

THIS IS WHAT WE NEED FROM YOU!!!!!!!!!!

1. Look at the various cultures and groups that are represented on your team.

2. Decide who on your team is a leader or outgoing member of a group.

3. Please select six students from your team and turn the names into (Name) no later than _____.

APPENDIX F

Permission Letter

Appendix F

PERMISSION LETTER

Date

Dear Parents,

America was once known as the great melting pot. It was believed that people from various cultures migrated here and gradually blended into American society. Today, our nation is much different. We have a great variety of newcomers mixing together, but each want to retain their own distinct identity.

Your son/daughter has been offered the opportunity to attend free training from the school district in the area of Cultural Awareness. Your student will attend a two-day workshop held at _____ on _____. Transportation and lunch are provided. We sincerely hope that you will allow your son/daughter to participate. Please return the form below by _____. If you have any questions please do not hesitate to call.

Sincerely,

(Name)
Cultural Awareness Advisor

I give permission for my son/daughter _____ to participate in Cultural Awareness Training on _____.

Parent Signature _____
Date _____

APPENDIX G

Staff Memorandum: Student Training

Appendix G

Staff Memorandum: Student Training

DATE

MEMORANDUM

TO: ALL FACULTY AND STAFF

FROM: (NAME)
Cultural Awareness Advisor

(NAME)
Dean of Students

SUBJECT: CULTURAL AWARENESS PROGRAM

Please excuse the following students on _____ and _____. These students will be attending the Cultural Awareness Workshop. The students know that they are responsible for any work that is missed due to this training. If there are any problems please let us know.

SIXTH GRADE

(names of students)

SEVENTH GRADE

(names of students)

EIGHTH GRADE

(names of students)

APPENDIX H

Staff Memorandum: I.M.P.A.C.T.

Appendix H

Staff Memorandum: I.M.P.A.C.T.

DATE

MEMORANDUM

TO: ALL FACULTY AND STAFF

FROM: (NAME)
Cultural Awareness Advisor

(NAME)
Assistant Principal of Instruction

SUBJECT: CULTURAL AWARENESS PROGRAM

On _____ the Cultural Awareness Group will become advisor's I.M.P.A.C.T. class. The following is a list of students who should report to her. If any of them come to your classroom please send them to the stage. Thank you.

SIXTH GRADE

(names of students)

SEVENTH GRADE

(names of students)

EIGHTH GRADE

(names of students)

APPENDIX I

Pre/Post Test Results

Appendix I

Pre/Post Test Results

PRE TEST RESULTS:	Objective One

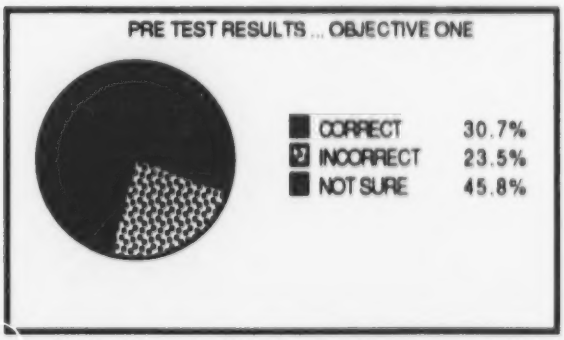
QUESTION 1	QUESTION 4	QUESTION 6
473	345	336
103	332	417
724	623	547
1300	1300	1300

CATEGORIES	TOTALS
CORRECT	1154
INCORRECT	852
NOT SURE	1894
TOTAL	3900

QUESTION 10	QUESTION 15
471	369
233	441
596	490
1300	1300

CATEGORIES	TOTALS
CORRECT	840
INCORRECT	674
NOT SURE	1086
TOTAL	2600

CATEGORIES	TOTAL	PERCENT
CORRECT	1994	30.68%
INCORRECT	1526	23.48%
NOT SURE	2980	45.85%
TOTAL	6500	100.00%



POST TEST RESULTS: Objective One

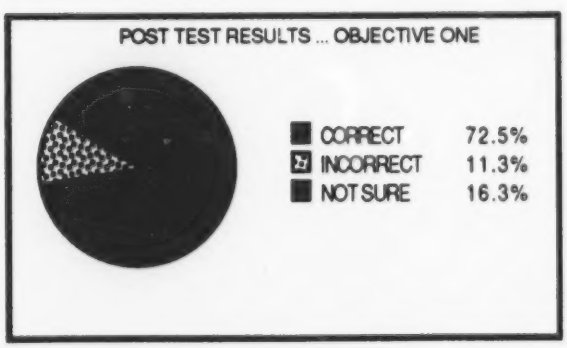
QUESTION 1	QUESTION 4	QUESTION 6
913	812	1097
98	148	99
289	340	104
1300	1300	1300

CATEGORIES	TOTALS
CORRECT	2822
INCORRECT	345
NOT SURE	733
TOTAL 1	3900

QUESTION 10	QUESTION 15
937	952
87	300
276	48
1300	1300

CORRECT	1889
INCORRECT	387
NOT SURE	324
TOTAL 2	2600

CATEGORY	TOTALS	PERCENT
CORRECT	4711	72.48%
INCORRECT	732	11.26%
NOT SURE	1057	16.26%
TOTAL	6500	100.00%



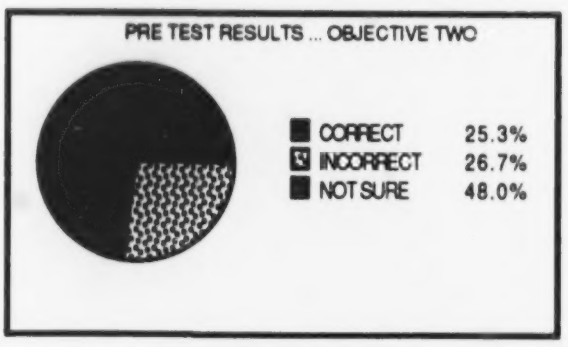
PRE TEST RESULTS: Objective Two

QUESTION 2	QUESTION 3	QUESTION 5		CATEGORIES	TOTALS
421	508	187		AGREE	1116
341	359	337		DISAGREE	1037
538	433	776		NOT SURE	1747
1300	1300	1300		TOTAL 1	3900

QUESTION 7	QUESTION 8	QUESTION 9			
153	587	76		AGREE	816
506	135	701		DISAGREE	1342
641	578	523		NOT SURE	1742
1300	1300	1300		TOTAL 2	3900

QUESTION 11	QUESTION 12	QUESTION 13	QUESTION 14		
387	456	267	298	AGREE	1408
231	203	387	218	DISAGREE	1039
682	641	646	784	NOT SURE	2753
1300	1300	1300	1300	TOTAL 3	5200
				GRAND TOT.	13,000

CATEGORY	TOTALS	PERCENT
CORRECT	3284	25.26%
INCORRECT	3474	26.72%
NOT SURE	6242	48.02%
TOTAL	13000	100.00%



POST TEST RESULTS:	Objective Two

QUESTION 2	QUESTION 3	QUESTION 5		CATEGORIES	TOTALS
162	200	692		AGREE	1054
882	886	211		DISAGREE	1979
256	214	397		NOT SURE	867
1300	1300	1300		TOTAL 1	3900

QUESTION 7	QUESTION 8	QUESTION 9			
753	256	7		AGREE	1016
203	777	1048		DISAGREE	2028
344	267	245		NOT SURE	856
1300	1300	1300		TOTAL 2	3900

QUESTION 11	QUESTION 12	QUESTION 13	QUESTION 14		
911	762	873	994	AGREE	3540
181	63	235	259	DISAGREE	738
208	475	192	47	NOT SURE	922
1300	1300	1300	1300	TOTAL 3	5200
				GRAND TOT.	13,000

CATEGORY	TOTALS	PERCENT
CORRECT	8578	65.98%
INCORRECT	1777	13.67%
NOT SURE	2645	20.35%
TOTAL	13000	100.00%